THE TEACHER OF HISTORY IN THE SECONDARY SCHOOL

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THE TEACHER OF HISTORY IN THE SECONDARY SCHOOL

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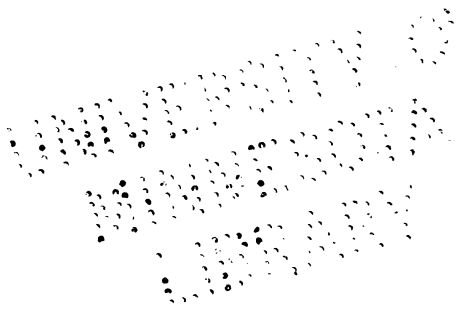

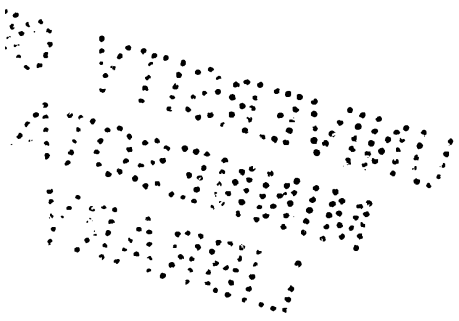

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FOREWORD

THIS pamphlet is put forth with the hope that it may arouse an increased interest in the better training of teachers of history for secondary schools. It makes its appeal to

I. Students in our colleges and universities;
II. The faculties of history in these colleges and universities;
III. Superintendents of schools;
IV. Boards of education in states, counties, and cities.

Committees of the American Historical Association and of other local associations of history teachers have long been urging that more serious attention be given to this problem of the secondary teacher. In an attempt to crystallize what has been said on this subject the Association of History Teachers of the Middle States and Maryland have, through a committee, gathered together this exhibit of the situation as it now stands. Herein are set forth

A. The need of well-trained teachers of history, and notably of men teachers. To this statement is added a table showing to the people whom we hope to interest the inducements that a number of our larger centers of population offer to history teachers and the requirements that are exacted of such teachers.

B. Methods of training history teachers now successfully followed in a number of leading colleges and universities, together with a series of papers heretofore published in *The History Teacher's Magazine* or in the proceedings of various historical associations. These papers suggest ideals toward which we aspire.

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HISTORY TEACHERS FOR SECONDARY SCHOOLS

A. THE NEED AND THE INDUCEMENT

By WILLIAM FAIRLEY, Commercial High School, Brooklyn

There is complaint, nation-wide, of the difficulty of obtaining teachers for the secondary schools. If this lack is to be met by attracting into the work a poorer class of candidates, the result will soon be deplorable. If, however, as we hope, it is going to arouse taxpayers and educational authorities to the conviction that in order to secure a desirable class of teachers they must pay them better, the result will be highly just and to be desired. Particularly is there an acute need of more and better-trained men as secondary teachers. We say men, because the need is not so strongly felt in the case of women teachers. Teaching is probably the profession which most women graduates of our colleges are likely to take up. The supply of such teachers is relatively abundant. With men it is different. Increasingly the men from our colleges are going into business. An unfortunate feeling has grown up that high-school teaching "is not a man's job." It is not our purpose to argue that question.

For several seasons past a number of associations of history teachers have addressed themselves to the problem of how to secure a larger and better supply of men teachers for the field of history. The Association of History Teachers of the Middle States and Maryland has taken upon itself, through a committee, to present certain facts and to make certain recommendations which we hope may result in calling attention to this problem and in helping toward its solution. Whatever we try to do is to be done in no selfish effort for the field of history alone. *Mutatis mutandis* our efforts will apply equally to all departments of secondary work. Much of the information in the report will be welcome to prospective teachers, men and women, in any field.

We therefore urge upon men students in our colleges and universities that they take up the profession of teaching history in secondary schools. We do so for several good reasons.

1. There is a need of such service.

2. Such service offers one of the finest opportunities for usefulness. History and the cognate subjects, rightly taught by trained people, deal directly with the fundamental facts of life and of citizenship.

3. The profession offers fairly good rewards to worthy teachers. No one expects to get rich by teaching, any more than by preaching; but the teacher can expect better material returns than can the preacher. The able secondary teacher cannot expect the rewards of the great lawyer or surgeon; but the man who has put into training for teaching as much effort as the young lawyer or doctor is practically sure of a better average reward than the latter will obtain.

It is true that students of history in our graduate schools, as a class, hope to secure teaching positions in colleges. Such positions are much fewer in number than are the secondary positions. Not all can become professors of history. Moreover, the road to a professorship is a weary one. Initial salaries of college instructors are proverbially low. And maximum salaries for even full professors in our average colleges are below the standards of school salaries in many of our cities. Such cities also offer inducements in their security of tenure and their pension systems. We present these facts purely as a business proposition and as an offset to the prevalent feeling that college work is more distinguished and congenial. It takes a lot of congeniality to be worth a thousand dollars a year. And as to social standing, that must be what the man himself makes it. A teacher in a German *Gymnasium* ranks with the university teacher, and he may do so here in America when by his work and life he proves his worth.

Next, we wish to impress upon such students as think of entering upon the teaching of history the need of thorough preparation not only in the subject matter of history but in methods of teaching. The requirements for license as a high-school teacher in various cities as set forth hereafter show that mere knowledge of a few fields of history is not sufficient. The candidate must not merely know history, but must also know how to teach it. This is as it should be, and the sooner all our communities make similar demands the better it will be for the profession of teaching.

The young man who intends to become a history teacher in one of our better educational systems should prepare himself along the following lines: ancient, medieval and modern European, English and American history. He will probably find that he must take tests in the history and principles of education, in school and classroom methods, in psychology, and in methods of teaching history. Cognate studies in economics, political science, and sociology are also advisable. If practice teaching can be secured, so much the better.

We respectfully urge the faculties of history in our colleges and universities to make an effort to help us in attracting men into this field and in preparing them for it. Several things they may do.

One is, to give currency to this pamphlet among their students. Next, they can aid by directing fit people into this work. Then they can guide

them in their preparation by suggesting proper courses. Finally, we strongly recommend that our colleges, and specifically our graduate schools, offer courses in methods of teaching history. We are well aware that these faculties of history, particularly in the graduate schools, maintain that it is not their function to train men to teach; that their aim is to guide in research. But, as a matter of fact, ninety-nine per cent of their students expect to teach — those who can find places, in the colleges; the rest in secondary schools. Would not a business man, looking over the situation, say that such men ought to have training in the art of teaching as well as in the science of history? Alongside of the history department can often be found that of education. It would be well if those who expect to teach history could be directed to find in such departments of education the technical training requisite for their profession. Part *B* shows how two undergraduate schools and one graduate school are meeting this problem.

We desire also to make a plea to educational authorities — superintendents of schools and boards of education — if this pamphlet shall fall into their hands, to raise their standards for licensing teachers to the higher levels indicated by the eligibility rules of some of our most advanced communities. Too often the sentiment is expressed that "anyone can teach history." To teach it as it is worthy of being taught requires as much specific training as to teach mathematics, language, or science.

REQUIREMENTS DEMANDED AND SALARIES OFFERED IN VARIOUS CITIES

The following facts are set forth for the information of students, in the hope that they may serve as both guide and inducement to such as may be led to devote themselves to the teaching of history in high schools. Information as to times and places of examination for license should be sought from the respective superintendents of schools. Not all can at once secure positions in these larger cities. Many of them require that a candidate shall have had some experience, which may often be secured in the smaller towns. Most of the larger cities maintain eligible lists of teachers, and it is well to get one's name upon such a list and wait for an opening.

Buffalo, N.Y.: Requirements

One of the following:

(1) Graduation from an approved college, and graduation from a pedagogical course in a university or college (or in lieu of graduation from such pedagogical course, one year's experience in teaching).

(2) A state-normal-school diploma and three years' experience in teaching.

(3) A high-school diploma, together with graduation from a teachers' training school, and also three years' experience in teaching.

(4) Eight years' experience as a public-school teacher.

BUFFALO, N.Y.: SALARIES

$1200–$2000.

THE CITY OF NEW YORK: REQUIREMENTS

Assistant Teacher — *One of the following qualifications :*

(1) Graduation from a recognized college or university, together with one of the following:

(*a*) Not less than 160 days' experience in teaching in secondary schools or in colleges.

(*b*) Not less than 300 hours of postgraduate work in a recognized college or university, of which time at least 60 hours shall be devoted to methods of teaching the subject or subjects in which applicant seeks a license, unless satisfactory courses equivalent to such 60 hours were successfully taken during the senior year of the undergraduate course, in which case only 240 hours of postgraduate work are required.

(*c*) Not less than 80 days of experience in teaching in secondary schools or colleges, together with not less than 150 hours of postgraduate work in a recognized college or university, of which time at least 60 hours shall be devoted to methods of teaching the special subject in which applicant seeks a license, unless courses equivalent to such 60 hours were successfully taken during the senior year of the undergraduate course, in which case only 90 hours of postgraduate work are required.

(*d*) Two years' experience in teaching in grades of the last four years of the elementary schools of the City of New York, and university or college postgraduate work amounting to not less than 150 hours, 60 hours of which time shall be devoted to methods of teaching appropriate to the subject in which the applicant seeks a license.

(2) Graduation from an approved normal school or city training-school course; 5 years' experience in teaching, including either 1 year of teaching in grades of the last two years of the New York City public elementary schools or 2 years of teaching in secondary schools other than the public high schools of New York City; and the completion of satisfactory university or college courses in the subject in which applicant seeks a license, amounting to not less than 150 hours, at least 30 of which shall have been in the science of education.

Any or all of the days or hours (5 of which shall be equivalent to a day) of experience in teaching in secondary schools or in colleges mentioned in paragraphs (*a*), (*b*), and (*c*) of clause (1) and in clause (4) may be obtained by teaching as a teacher in training in any of the high schools of the City of New York, under the following conditions:

(*a*) A teacher in training[1] shall be a graduate from a recognized college or university, and shall have spent, during his last two years in college or during postgraduate work, or partly in one and partly in the other, at least 300 hours in studying the subjects comprised within some one of the groups for which licenses are issued to assistant teachers in high schools. Such teachers in training shall be required to hold a license granted by Board of Examiners, and such licenses may be issued upon recommendations of appropriate heads of departments or professors in the college from which applicant has graduated, approved by chief executive officer of the college, and upon such other investigation as Board of Examiners may deem necessary.

(*b*) Teachers in training shall be given opportunity to conduct at least one class recitation each day, to render service in place of absent teachers, to observe work of experienced teachers, and to assist generally in such school duties as may be assigned to them by the principal. Teachers in training assigned to high schools receive compensation at the rate of 20¢ per hour, total compensation not exceeding $1 per day.

First Assistant Teacher — *One of the following qualifications:* (1) College or university graduation, 1 year postgraduate course and 5 years' high-school or college teaching experience, 3 years being in city high schools; (2) same as (1), except teaching experience may be 7 years in secondary schools, experience in city schools not required.

The City of New York: Salaries

Assistant teachers, $900–$2650; first assistants, $2730–$3150.

Syracuse, N.Y.: Requirements

Every candidate must possess a certificate issued or indorsed by the State Education Department entitling him to teach in the schools of cities of the second class in the department for which he has made application.

Syracuse, N.Y.: Salaries

Women, $550–$950; men, $1000–$1600.

Jersey City, N.J.: Requirements

"An academic training" and at least three years' experience in teaching or supervision.

[1] Particular attention is called to the provisions for teachers in training, as they form a fine method of entrance into the New York City system. The teacher in training may serve his one hundred and sixty days in this capacity to gain the experience required for regular license, and may at once become a substitute at $4 per day until he secures a regular license and appointment.

Jersey City, N.J.: Salaries

Women, $900–$1800; men, $1500–$2500.

Newark, N.J.: Requirements

Graduation from an approved college or university, with not less than two years' experience in teaching the subject in which license is sought.

Newark, N.J.: Salaries

Women, $900–$1800; men, $1400–$2500.

Paterson, N.J.: Requirements

Graduation from an approved college, with major work in history and successful experience. [Amount not stated.]

Paterson, N.J.: Salaries

$900–$2500.

Philadelphia, Pa.: Requirements

Graduation from college or its equivalent.

Philadelphia, Pa.: Salaries

	Year	1	2	3	4	5
Teacher (Male)	Department Head	$2900	$3000	$3100	$3200	$3300
	Class D	2300	2400	2500	2600	2700
	Class C	1700	1800	1900	2000	2100
	Class B	1200	1300	1400	1500	1600
	Class A	800	875	950	1025	1100
Teacher (Female)	Department Head	1800	1850	1900	1950	2000
	Class D	1550	1600	1650	1700	1750
	Class C	1300	1350	1400	1450	1500
	Class B	1000	1050	1100	1150	1200
	Class A	700	750	800	850	900

Pittsburgh, Pa.: Salaries

$1000–$2300.

Washington, D.C.: Requirements

A college degree: tests in English, psychology, history of education, major test in history.

BALTIMORE, MD.: REQUIREMENTS

College degree or equivalent.

BALTIMORE, MD.: SALARIES

Women, $700–$1200; men, $1000–$1800.

PROVIDENCE, R.I.: REQUIREMENTS

College graduation.

PROVIDENCE, R.I.: SALARIES

Women, $700–$1800; men, $800–$2200.

SPRINGFIELD, MASS.: REQUIREMENTS

College graduation and two years' experience.

SPRINGFIELD, MASS.: SALARIES

$900–$1900.

CLEVELAND, OHIO: REQUIREMENTS

College graduation.

CLEVELAND, OHIO: SALARIES

$1100–$2400.

DETROIT, MICH.: SALARIES

$700–$2500.

CHICAGO, ILL.: REQUIREMENTS

College graduation and two years' experience in graded schools; or college graduation, with completion of required work in the Chicago Normal College and one year's experience in graded schools.

CHICAGO, ILL.: SALARIES

$1100–$2860.

ST. LOUIS, MO.: REQUIREMENTS

College graduation and two years' experience.

ST. LOUIS, MO.: SALARIES

$980–$2180.

B. METHODS OF TRAINING

PREPARATION OF THE HIGH-SCHOOL TEACHER OF HISTORY[1]

By PROFESSOR EDGAR DAWSON, Hunter College, New York City

[Reprinted by permission from *The History Teacher's Magazine*]

My subject as stated in the announcement is "What Preparation School Authorities expect from High-School Teachers of History." I shall deal rather with the amount of training than with the kind; my subject is quantitative rather than qualitative. I wish to show that we do not require of those who aspire to teach history that they allow themselves long enough to prepare as they should for the work they expect to do.

In the effort I have made to obtain information on which to base this discussion, I have received a great variety of complaints against the present practice throughout the country. May I quote two or three of them? One says, "Generally the whole school world [in America] is suffering from the idea that anyone who can read English and follow a textbook can teach history." Another from a different section of the country says, "The authorities still think that anyone who can pronounce English words can teach history." A third, "The difficulty in reaching the ideal is that authorities accept the untrained teacher who thinks teaching history is a 'snap,' instead of going to the college where history teachers are trained." If these remarks seem to be pessimistic, they certainly do not come from persons whose opinions are to be disregarded. One conservative correspondent probably goes to the root of the matter when he says that our troubles largely originate in a "failure to recognize that history is anything more than an information subject. The cultural value of the subject is almost wholly unknown and unappreciated."

With this last judgment I most heartily agree. Most of the sins of the school administrators are sins of ignorance, and their lack of information is in many cases to be laid at the door of the college and the university. We can have no sympathy with the remark that the main requirement for a teacher of history is that he be "the cousin of the chairman of the Republican committee." School authorities follow their lights about as consistently

[1] A paper read at the Conference of Teachers of History in Normal Schools and Teachers' Colleges, at the meeting of the American Historical Association, in Indianapolis, December, 1910.

as do railroad managers and bank directors. Nepotism, favoritism, and political pull are but aspects of the human nature that governs all our actions. If agitation for good government is not maintained by those who are in a position to know good management from bad, then the administrator takes advantage of the seeming indifference, assumes that it is not his duty to establish ideals for the community, and lets down the bars for those whom he wishes to accommodate. The trouble is, we have no recognized standard. Who knows what preparation we expect from one who wishes to teach in a high school? Is it not for us as leaders, or those who should be leaders, in educational progress to make it matter of general knowledge that we expect from our high-school teachers far less training than we have a right to expect? If it is true, should we not publish the fact where it will be read, that the youth of our country are being handicapped by being placed in the hands of teachers who, whatever their character and conscience may be, are inadequately trained for the work they undertake to do?

As a foil to a more definite discussion of our requirements, I shall ask your patience for a few minutes to some reference to the standard now set in France and Germany. I do this not because it is desirable for us to imitate them in their method of training, but because we have a right to demand that our teachers devote as much energy to preparing for their work as the European teachers do. We are as rich as the French, we have as many problems to solve, our citizenship needs at least as much training and guidance as theirs does; consequently, if we require of those who wish to educate our next generation less discipline than the European does, it is pertinent to ask why we do so. It will be seen that it is more difficult to become a secondary-school teacher in either France or Germany than to become a doctor of philosophy.

In France a student finishes his course at the secondary school at about eighteen. It will be remembered that he is then, in training, very nearly the peer of our rising junior. His next two years, spent at the university, lead to the licentiate, formerly called the master of arts, and also formerly entitling its holder to teach in the public secondary schools. After another year's work, if he is lucky, he receives the diploma of superior studies, which represents distinctly advanced work. After at least one more year he is ready to attempt the examination for the aggregation.

This is a competition, but corresponds roughly to our examination for the license to teach. The minister of public instruction calls for say fifteen teachers of history for the whole country. A large number of applicants present themselves. A jury is constituted of, for example, one professor from the Sorbonne; one from a provincial university; one from a Paris *lycée*; and finally the inspector-general. This last officer is a specialist in history, and his function is to examine or inspect the work of the teachers

of history with a view to keeping it up to standard. He may be roughly compared to a university high-school inspector under the certificate system. The jury gives the candidates a written examination, and after a month those who have passed this take an oral one. Since only a few of the candidates, say ten per cent, can be accepted, the others must work another year and then come up again. I am reliably informed that the candidate who gets his military service behind him and receives his *agregé* by his twenty-fifth year is very fortunate.

A high standard is more easily maintained in these examinations by the fact that all the candidates must compete with graduates of the Higher Normal School of Paris, who are wards of the state. Entrance to this institution is by competition, and applicants spend three, four, or more years in preparation for entrance after graduation from the *lycée*. The training in the normal school is severe, and competition with its graduates gives the candidates for the *agregé* a very trying and stimulating test.

In Germany also we find the graduate of the secondary school, or *Gymnasium*, about eighteen or nineteen years old and the peer in discipline of our rising junior. After four years' residence at a university he may come up for his *Staatsexam* — his examination for the license to teach. The residence requirement for the doctor's degree is three years, and the degree is frequently taken at the end of that time. Of course we know that during these three or four years the student is perfectly free and need not attend a single lecture unless he wishes to do so; but we also know that he generally uses his time with great economy and industry.

The *Staatsexam* is conducted by a board of university professors, with the coöperation of an *Oberschulrat* — a provincial-school superintendent. As in France, an oral examination succeeds a written one; and I may say from frequent observation of the former, that it is far from being a mere formality. As a student of history the candidate will probably be examined in history, Germanics, philosophy, religion, and pedagogy. Having passed his examinations, he is assigned to a *Gymnasium* to serve his *Seminarjahr* — to get a year's experience. During this year he conducts some classes and attends others conducted by older teachers. He is then at twenty-four or twenty-five a full-fledged *Oberlehrer* and has entered upon his life work. He does not expect to make teaching a stepping-stone to some other profession, sacrificing the crucial years of scores of lives to his own ambition, but he expects to rise in the world by raising the profession in which he works.[1]

[1] Those who wish further and more detailed information on the general subject of the preparation of secondary-school teachers may refer to E. L. Thorndike's "The Teaching Staff of Secondary Schools in the United States," G. W. A. Luckey's "Professional Training of Secondary School Teachers," and, especially, J. T. Brown's "The Training of Teachers for Secondary Schools in Germany and the United States."

When we turn to America we find the conditions somewhat less easy to describe. Local self-government in matters of education is here so highly developed, and the conditions in different sections vary so greatly, that one may almost say there are as many customs as schools and as many rules as administrators. There is the high school had in view by the state law providing that "the teaching force shall be adequate, and shall in every case consist of at least two teachers, each of whom shall be engaged exclusively in work above the seventh grade." And there is the highly developed school, with hundreds of pupils, progressive departmental system, and thoroughly trained staff of university-bred specialists. There is the difference in tradition between the East and the West; and the difference in wealth between the rural district and the city. Consequently we can merely refer to a few typical cases, in the hope that a true impression may be created; but we must remember that there are many exceptions to any generalizations we may make.

The federal government, of course, does not come in contact with the high schools. With some exceptions, the same may be said of the state governments. In many cases where states have made general high-school laws they have been meaningless. One state in the Middle West provides that "No person shall be employed to enter upon the performance of his duties as a teacher in any recognized high school supported wholly or in part by the state . . . who has not obtained from a board of examiners having legal jurisdiction, a certificate of good moral character; that he or she is qualified to teach literature, general history, algebra, physics, physiology, including narcotics, and in addition thereto four branches selected from the following: Latin, German, rhetoric, civil government, geometry, physical geography, botany and chemistry, and that he or she possesses an adequate knowledge of the theory and practice of teaching." In some circumstances after this law has been satisfied, a life certificate is given, on the assumption probably that only a few years of life could in any case remain.

In a number of other states, we learn, the superintendent is occupied mainly with the "general educational policy" and cannot attend to the requirements for high-school teachers. From other states come the following: Connecticut, "I cannot tell you the local requirements. They must vary with each locality. So far as I can learn, no examinations are required in any place." Pennsylvania says, "I admit what you say about the importance of actual requirements for eligibility as teachers in high schools, but no definite standards have been actualized in this state." Massachusetts is "at present engaged in formulating plans for the certification of high-school teachers."

In New York the practice is thus described by one who has long been closely associated with the administration of the state laws: "Practically

half the high-school positions in the state are filled by college graduates, and the proportion so filled is increasing. Not much more than college graduation could be required here, unless it were specialization in a summer school, if specialization had not already been done. Some lay great stress on pedagogical training, which I deem even more important than specialization in history. I see so many wretched failures in high-school teaching among inexperienced college graduates in all lines that I feel that there is a general pedagogical cause underlying it all; namely, the rapid development of the student mind during the college years places the college graduate entirely out of touch with the minds of the younger high-school pupils."

California is unique in the excellence of its state law. There the candidate must have done graduate work at one of the associated American universities. He does this work under the direction of the university departments from which he expects the recommendations which are almost essential to his appointment and advancement. The similarity between this requirement and the practice in Germany is apparent. There are other avenues to high-school positions in California, but I am informed that they are seldom used, and that this law works with excellent success. Its success is of course promoted by the close affiliation of the schools to the universities through the university school inspectors and the certificate system.

While a number of states require graduation from a college, the bachelor's degree really means so little that we may make the general statement that the states do not protect the high schools at all. Even where the law requires a certification of the standard of the college granting the degree, little is accomplished, for we know how much vigilance and public spirit would be necessary to prevent undeserving institutions from receiving such certification. Consequently to all of this the rural districts, towns, and smaller cities generally take the best teachers that chance throws in their way. Where there is no state law and no generally recognized standard of excellence, chance does not of course always present well-trained teachers, and the development of the schools follows the curve that anyone might prophesy for it.

In the medium-sized cities, where the salaries are a little larger than in the country and where public opinion is likely to play somewhat more actively on the administration, the requirements are apt to be stiffened somewhat by law or custom. Louisville selects its "teachers of history from college graduates who have made history their major subject, and who are strongly recommended by the institution from which they graduate." Milwaukee and Cincinnati and some other such cities have been able to get masters of arts — presumably persons who have done about a year of graduate work. Dallas requires an undergraduate degree covering university study of history as a major, and successful experience. Buffalo requires a pedagogical training in addition to the college degree. We seem to be safe in saying that the

cities of this class expect the high-school teacher to be a college graduate with some experience, or pedagogical training, or a little graduate work.

The larger cities have in some cases reduced their demands to greater system and worked out the details to an almost surprising degree. Boston has an eligibility list, admission to which is conditioned on graduation from a college or university approved by the board of superintendents, and three years' experience. One's position on the list is based on attainments expressed in points — the highest possible credit being 1000. One hundred and fifty points are allowed for the major subject; one hundred for each of two minors; fifty for each of five elementary subjects; and four hundred for length, character, and quality of service. When a principal needs a teacher, he may select any one of the highest three on the list.

New York City demands graduation from a college recognized by the Board of Regents of the state. In addition, one expects pedagogical training and three years' experience, but the last may be replaced in part by graduate work, and the experience may be gotten as what is called a "junior teacher"[1] in the high schools. All candidates are examined. The city superintendent says: "The aim of the examination has been to test the ability to sum up historical evolutions rather than merely memory as to wars, reigns, dates, and the like. We have found that as a rule students who have just completed the regular college course are quite unfitted to take the examination, no matter what institution they come from. They need the maturity of thought that comes from considerable postgraduate work and from experience in teaching."

Chicago requires the bachelor's degree and either two years' experience or a course in the teachers' college and one year's experience. In addition, the candidate must pass an examination in a major, for example, English and American history; four minors, for example, civics and economics, English, French, and a professional course, including pedagogical work and practice in teaching. These three cities probably mark the highest level of our demands. They now and then employ men with considerable university training and leaders in their subject. I should say that the New York or Boston high schools have some teachers as well trained as are to be found anywhere in the world; but these teachers are the exceptions, and these cities are far above the average in this country.

The information on which I have based this discussion is not as full as it might have been, and in some cases I have had to trust to one or two reports; I may therefore have repeated errors of detail. Consequently the opinions which I have formed are tentative and submitted merely by way of further elucidation of the problem which faces us. Our attention seems

[1] Since this paper was written New York City has established a position called "Teacher in Training."

to be called to three elementary questions: (1) What training should be expected of a candidate for a high-school position in history? (2) How may he best obtain this training? (3) How are school authorities to ascertain whether the candidate has such training or not? The last of these seems most difficult of academic solution.

It will be observed that our method of testing a candidate's attainment is similar to that prevalent in Europe in that he generally is examined. There is, however, a fundamental difference between the practice in California, Germany, and France on the one hand, and in the great majority of our states on the other. The difference lies in the examiner. In the one case the examination is conducted by specialists who are authorities in the subject in which they examine; in the other, the examination is conducted by persons who vary all the way from a well-educated gentleman of considerable culture, but certainly with no claim to being a specialist, down to an active party politician, with no interest in education whatever and no information on the subject in which he examines.

A sort of opportunism in administration results from our examination methods. No one knows what a teacher of history in a high school should be. Consequently, as I have already said, the authorities accept the teacher that is offered. There can be said to be no definite demand for teachers, since there are always scores of persons to apply for any vacant position, and the policy is merely to take the best available or the one that has the strongest backing. This is closely related to the much-discussed salary question. If there were a definite standard to which applicants would be required to attain, the demand might exceed the supply, and the salary might have to be increased until properly equipped teachers presented themselves. There are without doubt in most school districts persons who are willing to work for greater efficiency in the schools. These persons should be enlightened and stimulated by the information that history cannot possibly be taught by the sort of teachers they generally employ.

Our immoral use of testimonials is also a factor in our selection of teachers. We all know that most testimonials are better judged by weight or measure than by quality. In the main they are worthless as a means of discriminating. Aside from the careless use of adjectives and judgments in these documents, they are frequently written by the wrong persons. It has been called to my attention by more than one correspondent that when a teacher of history is sought application is made to the college president instead of to the department of history. The average college president is as truthful as other men, common rumor to the contrary notwithstanding; but we know that he will sometimes almost exhaust his vocabulary in describing the merits of a graduate with whose attainments he is familiar to a very limited degree.

I fear that my criticism contains very little that is constructive. My object is, however, rather to show the necessity for such a study being made as will result in constructive criticism of our practice and also in a campaign for the more careful selection of our teachers. As a suggestion of what I should like to see, I do not believe that anyone should be permitted to teach history in a high school who cannot show a certificate of the completion of a seminary course with a broad-minded and generous specialist in the subject, or else a piece of original work which guarantees that the candidate knows something of the depth of history as well as its length and breadth. I am sure that it is unnecessary for me to dilate here on the usefulness of such training, or on the fact that having training of this sort does not imply the use of university methods with young children, but the very reverse of that.

An almost necessary consequence of such a demand would be that the candidate, as in California, must show a year's work at a reputable university. He should also have had careful training in the method of teaching history. My own opinion on this latter point has changed completely. There was a time when I felt that anyone who knows his subject and has the temperament of the teacher needs nothing more, but can teach instinctively. It is true that he can, but he may waste the time of some thousands of pupils before he decides how he wants to go about it. It is dangerous for the teacher to practice on the pupil.

In conclusion, I wish again to lay stress on the fact that I am not particularly concerned in this discussion in the method of training teachers of history. My object is to ask the following question: Have not American children a right to be taught by persons who have gone about the preparation of themselves for their work with as much seriousness as those who teach French children or German children? As a corollary to this question, I should ask, Can an American prepare himself to teach in a shorter time than his European cousin can? Even on the basis of no more information than I now have on this subject, I am prepared to maintain that the average of our secondary-school teachers has less training by at least two years than have the French teachers. I should like to see our teachers show that they have given themselves a full opportunity to be trained for their work, and I should then like to see the result tested by examiners who know the subject in which they examine.

I shall probably be told that I am dreaming when I say that the time will come when a high-school teacher will be expected to have as thorough training (of a different sort) as is expected of college teachers. If it is a dream it is a pleasant one, and one that shall continue to renew my optimism until I am awakened by real proof that it is merely a dream.

THE CERTIFICATION OF HIGH-SCHOOL TEACHERS OF HISTORY

REPORT OF A COMMITTEE, FREDERIC L. PAXSON, CHAIRMAN
TO THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, AT OMAHA, MAY 8–10, 1913

I. INVESTIGATIONS OF THE TEACHING OF HISTORY

It is now more than fifteen years since the American Historical Association, aroused by the disorder and aimlessness everywhere prevailing in the teaching of history in American schools, created a Committee of Seven to study that disorder and to try to find a way out of it. This committee, in the course of its work, made a serious survey of historical instruction in the United States. Its report, recommending a standard four-year course for high schools, with unit courses in ancient, medieval, and modern English and American history, was made public in 1898 and embodied so logical an improvement upon existing practice that the high schools acted upon it throughout the country. Since 1898 the historical curriculum has been standardized. Most of the leading educational publishers have brought out sets of textbooks to meet the needs of the four units, and the New England History Teachers' Association has prepared an elaborate syllabus of the four periods with abundant outlines, directions, and references.

After a few years of general use the scheme of the Committee of Seven revealed weaknesses in two directions. The experience of teachers, now directed to a sober study of historical teaching, led to a feeling that the units needed revision as to scope and content. The ancient-history unit proved specially vexatious in use, and the relation of American history to civics aroused diverging opinions. To meet these criticisms, and to bring its recommendations into harmony with the needs of a usage now happily improving, the American Historical Association created a new Committee of Five in 1907, and listened to its report in 1910.

The details of this report are easily accessible. Modifications in the units and in methods of treatment were suggested, and a new need created by the progress of a decade was pointed out. "The schools are taking history more seriously than they did ten years ago," declared the committee. An agreement had been reached upon subjects to be taught, but the committee believed all questions of curriculum to be insignificant in comparison with the necessity for suitable teachers. "The schools have a right to demand teachers that are prepared to teach history and have the ability and the spirit to teach it right," says the report. "Public schools, supported by taxation, that are content with the old idea that anybody can teach history, that anybody can trace the line of life through the past and give his pupils

the spark of interest and the fire of useful knowledge, have, in our opinion, a distorted conception of their responsibility." And this new problem of the teacher, ignored in 1898, when history teaching was an accident and not a profession, so impressed the American Historical Association that in 1911 it organized a new committee to consider the training of teachers.

In the spring of 1911 the various sectional associations, in touch with large bodies of actual teachers, volunteered to aid the American Historical Association in this work. Private initiative had already seen the opportunity and the need, and Mr. A. E. McKinley had inaugurated at his own expense *The History Teacher's Magazine* in 1909. Here was an additional volunteer for the campaign. So ably was the magazine conducted that the American Historical Association adopted it as its official organ in 1911; and at all times the magazine has been at the service of the various committees, including that of the Mississippi Valley Historical Association.

For two years this Committee has carried on an extensive correspondence within its membership and with schoolmen of all grades. It has not been possible to hold a meeting of the whole Committee, but all of the members have shown a real recognition of the seriousness of the problem with which it was charged. The Committee is unanimous in believing that the report, which is herewith submitted, offers a workable solution of the problem of training high-school teachers of history. With educational institutions and practices as divergent as they now are, this is as much as the Committee can hope for in 1913.

II. THE COLLEGIATE TRAINING OF THE HISTORY TEACHER

From the beginning it was clear to the Committee that there are three classes of teachers now at work in the high schools. These are (1) those who have completed a four-year college course; (2) those who have had less than a four-year course; and (3) those who have spent a period of postgraduate study in advanced historical work. After a consideration of these three classes, the committee decided to confine its attention to the class first mentioned, feeling that the Mississippi Valley Historical Association ought not to countenance the appointment in high schools of persons who have not completed a standard college course, and believing that the time has not yet come for the requirement of graduate work as a preliminary. The Committee hopes that another committee may be appointed to investigate the position of the normal schools and the need for graduate preparation.

The Committee had not gone far in its deliberations before it realized that the training of college students in preparation to become high-school teachers of history involves matters not only of history and pedagogy but also of

collegiate organization. The range of practice in respectable American colleges extends from that of the small college, conducted by one-man departments, with a rigid required course, through all variations of group electives, departmental "majors," and special "courses," until it ends in the complete *laissez faire* of unmitigated free elections. A recommendation for the training of any single class of teachers cannot reach the problems of that single class until it has faced the more general question of the training of all classes. It cannot touch this until it has inquired into the organization of the American college of liberal arts.

Without going into all the details of the preliminary clearing of the ground, the Committee can state briefly the considerations which it has accepted as fundamental in the training of teachers.

(1) Such training ought to be directed by a college of liberal arts, and it should be kept before the student all the time that mastery of his subject is the prime necessity for the teacher.

(2) The specific training ought to be concentrated in the later years of the course, with no freshmen or sophomore prerequisites but those which may be justified on the ground of liberal education without reference to any special vocational work.

(3) The college of liberal arts ought to recognize freely the fact that success is made easier of attainment for the teacher if, in addition to his subject matter, he has mastered sympathetically a considerable amount of work in psychology, history and theory of education, and school administration; and that a suitable requirement in these subjects ought to be made for all candidates who wish to teach.

III. THE HISTORY REQUIREMENT IN THE COLLEGE COURSE

Accepting those considerations as making up an ideal not far beyond the capacity of even the smallest college, the Committee proceeded to examine into the distribution of time in the four years which, for the teacher, are devoted to education and to vocation.

It may be expected that the graduate will have completed studies stretched over four years and aggregating about 120 points (counting a point as equivalent to one hour a week for half a college year). Nearly every graduate can show some of these points in history. If he intends to teach history in the high school he should specialize enough to understand the scope of his subject, to know something of its methods and materials, and to be able to read independently and intelligently along the lines of his teaching. He cannot reach this condition in fewer than 20 or 30 points; he may spend, in special cases, as many as 40 points in this field without destroying that balance and distribution of interest that should be involved in any bachelor's

degree in arts or letters. History may reasonably claim from 25 to 40 points out of the 120, and no undergraduate study can justify a demand for more than this.

In addition to the 25–40 points given over to history, the prospective teacher should remember that history is one of a group of related subjects and that much light is thrown upon historical study by political economy, political science, and sociology. His general course ought to bring him into some understanding of these sister fields, although the Committee is unwilling to prescribe a precise number of points to be taken therein.

The requirements in psychology and pedagogy are commonly fixed by university regulation or state law, and apply for all teachers. After meeting these, and the 25–40 points in history, and a reasonable amount in related fields, the candidate will still have left enough of his 120 points to enable him to procure a liberal education.

IV. THE HISTORY COURSES

The points allotted to historical subjects must be distributed among courses of various types so arranged as to give the proper training to the average student. The Committee is unable to dogmatize at this point, but suggests certain varieties of work that ought not to be disregarded. There will necessarily be (1) one or more introductory courses, (2) advanced courses, devoted to limited fields, (3) a teachers' course, and there may be (4) some sort of introductory seminary course.

(1) THE ELEMENTARY COURSES. The Committee believes that a course arranged for prospective teachers ought not to interfere with the cultural work to be desired in the freshmen and sophomore years, and that most students in these years ought to be dissuaded from taking any but the general introductory courses in history. It is proper for them, like other freshmen, to begin their history with a survey of some European field, ancient, medieval, modern, or English. The Committee approves of the general practice, which it finds, of *not* giving a course in American history to freshmen. Such a course has a right to appear in the last year of the high school, and ought not to be repeated, with the same students, the next year in college.

A general course in American history ought to be taken by every prospective history teacher. At present this course often appears in the sophomore year, when it is available for all students, whether professionally inclined or not. With its completion the prospective teacher will generally have spent some 12 points on elementary history, and may consider whether it is wiser to pursue further study in survey courses or to work for the more intimate understanding gained in advanced courses.

The Committee includes some who believe that, since the teacher will generally be obliged to instruct in all of the four high-school units, he ought to cover the ground of each of these units in a college course. Such opinion has the approval of many active schoolmen. But a majority of the Committee believes that the teacher ought not to sacrifice his advanced work for the sake of elementary courses. Four survey courses given in college will involve some 24 points out of a total of 25–40 points devoted to history. They will leave too few for the intimate study of limited periods by which alone a clear understanding of historical forces can be obtained. A majority believes that many students ought not to take more than two survey courses and that none ought to be urged to take more than three. Teachers can rarely hope to acquire professional expertness if they have not gone beyond the general courses. The argument in favor of covering all of these is based upon the existence of a large number of transitory teachers, who remain in the schools only three or four years and who abandon teaching before they become proficient. The immediate necessities of this class differ, in the judgment of some of the Committee, from those of the teachers who expect to continue to teach.

(2) THE ADVANCED COURSES. The advanced courses may cover the whole field of history, in any section of which a competent scholar can find the materials to be used in the development of his college classes. It is to be expected that in the smaller colleges the instructor will select the fields of his own specialization and that his students will be the gainers thereby. In the great universities, which can cover in detail a wider range of history, the student will be enabled to follow his inclination in specialization. He ought to specialize, to the end that by knowing one period well he may have an insight into all periods which he may later teach. It is in these advanced courses, which are generally small and which permit intimate association of instructor with student, that the Committee expects the most useful work to be done. It is for the sake of these that the recommendation is made above that not more than two survey courses be required.

Even the small college, with a single instructor in history, can meet the requirements of the survey and advanced courses without calling for more than 12 points of instruction per week. If the instructor will repeat each year one survey course in European and one in American history, involving together 6 points per week, he will have half his time remaining for advanced courses. By giving courses in alternate years he can cover as wide a variety of fields as his students need.

It is possible for a student to take some of his advanced courses in fields in which he has had no survey course. Much of the instruction in the preliminary courses is applicable to all courses in history. Having had one freshman course, well assimilated, the student can take up advanced work in

the same field or in any field. A survey course in medieval Europe is a preparation for advanced courses in English history. Students without a general course in American history often do admirable work in advanced periods of United States history, if they have been well grounded in general courses in English or medieval history.

(3) THE TEACHERS' TRAINING COURSE. The course in teaching of history which has already appeared in many colleges, and which is recommended by them almost without dissent, ought to be an integral part of the candidate's preparation. As yet the course is in its infancy, but certain of its tendencies are clear. It is not to be a course in historical method but in teaching method; neither is its primary purpose to increase the student's knowledge of facts of history. Its purpose is to professionalize the prospective teacher while he is yet a student — to lead him to consider the fields that he studies as a part of his teachable stock in trade. It is designed to acquaint him with such methods of handling textbooks and other materials, classes, and distribution of time as can be learned by rule or observation. Where a practice course can be arranged the best results can be obtained. The instructor of this course ought to have in his own experience a definite knowledge of the needs and limitations of the high school. His aim ought to be to shorten the period of adjustment which every beginner, however well-informed, must pass through before he can become an accomplished teacher. The Committee believes that enough of this is teachable to justify the existence of this course — indeed, to make it almost imperative. It believes also that the course must be given as history by a historian.

Courses in method are now known to be given at California, Michigan, Washington, Louisiana, Minnesota, North Dakota, Northwestern, Illinois, Mississippi, Nebraska, Kansas, Wisconsin, and Texas.

The Committee would be glad to see the appointment, by the Mississippi Valley Historical Association, of a small committee of experts to draft a project for a course of this type, to occupy two or three points in time. Such a committee could do much to crystallize opinion not only among the prospective teachers as to what they should know, but also among superintendents and school boards, as to what they should demand. Many of these last, in their replies to the Committee, are frankly at sea. They want breadth and specialization, and would be only too glad to secure either. Until the historians have themselves agreed, however, the laity are likely to remain uncertain.

(4) THE PRO-SEMINARY. Several of the members of the Committee, as well as certain of its correspondents, believe in another type of course, which lies between the advanced course and the research seminary. Such courses, called introductory seminaries, or pro-seminaries, are given for

seniors in several institutions. The ideal of the instructors of these courses is to teach method and point of view by requiring the student to conduct such an independent investigation as he may be fitted for.

The essential difficulties in the way of doing seminary work with undergraduates are those of maturity, material, and time. Generally the senior is not yet ready for research. Such studies as may develop the critical point of view call for sources that only large libraries can provide, and the publishers have only just begun the preparation of historical "case books" with collections of sources relating to specific points. The time element, too, is always present. The legitimate demands of departments other than history are such that few undergraduate students have time for the study of historical method. Yet in many cases the pro-seminaries have vitalized the subject for the students. The Committee is not ready to prescribe a pro-seminary as a requisite for the teacher, but recognizes its great value to the student who is fitted for it. Advanced instruction must always be highly personal and individual, and the instructor must choose his own method. He should beware, however, lest he turn into premature investigators students whose need is to be made into broad and intelligent teachers.

V. RECOMMENDATIONS

The recommendations of the Committee would lead to the organization, in every college engaged in the preparation of high-school teachers of history, of a course as follows:

(1) Elementary history, in the first two years, not to require more than 12 points.

(2) Advanced courses, amounting to about 20 points.

(3) Methods of teaching history, 2–4 points.

(4) A pro-seminary may take 2–6 points.

The student who has completed such a course must know the general outlines of two or three of the standard courses that he may have to teach. His training in methods and in limited fields will have prepared him to work up on his own account the courses in which his preparation has been slight. He will know what history is and what he is to produce in all his students, regardless of the course. He will not be more judicial or better poised than nature has made him, but he will know how to see his limitations and how to use his powers to the end in hand. He will know how to arrange his first classes and will be familiar with the outlines of many of his problems. And if his instructors have done their work with conscience and ability, he will be as well prepared for his task as the bachelor can be.

REPORT OF COMMITTEE OF THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION ON THE CERTIFICATION OF HIGH-SCHOOL TEACHERS OF HISTORY

WAYLAND J. CHASE, CHAIRMAN

The Report of Professor Paxson's Committee on the Certification of High-School Teachers of History, presented at Omaha, May 8, 1913 (*History Teacher's Magazine*, June, 1913, p. 169), having reviewed the general aspects of the question as to what the content of the college course of the prospective teacher of history should be, asserts that the training of the high-school teacher of history should be directed by a college of liberal arts, and that the mastery of his subject is the prime necessity of the prospective teacher; that specific training for his teaching should be confined to the later years of the college course; and that courses for this training should include psychology, the history and theory of education, and school administration. With regard to the amount and sort of work that the mastery of the subject requires, the report declares that from 25 to 40 points of a total of 120 may be asked for history studies, so distributed that 12 shall be given to general survey courses, of which one shall be in American history, and about 20 to advanced courses. Further, it affirms that the training of the teacher of history should include a course directed to the study of the special problems that the teaching of history in the high school presents, with a credit value of from 2 to 4 points. To our committee was delegated the inquiry as to what this special course on methods of teaching history in the high school shall consist of.

The warrant for such departmental teachers' courses is obviously in the fact that the different high-school subjects present each its own teaching problems, with which it is essential that the student teacher become acquainted and to which he must be taught to apply effectively the principles and the accepted theories of education. Such courses for prospective teachers would, it is believed, find justification whenever and wherever a trained body of high-school teachers was deemed necessary to society. At this time it seems especially essential that all that the experience of generations of teachers can give toward the equipment of the novice should be given, since statistics show that the great bulk of the instruction of high-school pupils is given by teachers who gain for themselves but slight experience of teaching, the professional life of the average high-school teacher

being limited to but a few years. There is, indeed, even more truth than humor in the recent characterization of teaching in the high school as "a procession rather than a profession."

Our committee feels strongly the folly of expecting that the teaching problems of the high school can be interpreted and met in these courses by instructors who have not had first-hand experience with them, and so we declare our conviction that there is no element of content of teachers' training courses so important as the teaching experience of the instructor who gives the course; and it is therefore urged as of paramount importance that only those be appointed to this work who can bring to it mature experience in teaching and close acquaintance with the problems of the high school.

These teachers' courses are not primarily designed to extend the knowledge of the student about the subject of his major or minor study. All the time of a two-credit semester course is needed to achieve the aim of imparting knowledge of method and giving facility in the use of it, yet it would be a mistake to think that those who receive the University Teacher's Certificate do not need strengthening in the field of knowledge of their subject. Most of the courses which they have been required to take in the university in their major subject — history — are in sections of the field far remote from the high-school divisions of the subject, and do not afford close acquaintance with the high-school material and field. The expectation that because of the power gained from such sources the novice at teaching can acquire the necessary intimacy with the high-school aspects of his subject progressively as he teaches it is often not fulfilled, because school systems require commonly six or seven recitations a day of him, some of them in subjects for which slight or no preparation has been had. There are lacking, therefore, to the teacher working under these conditions both time and strength to get concurrently with his teaching the knowledge he needs. It is therefore believed that sooner or later the need must be recognized of supplementing this course on methods by the addition of another which shall give students, at the end of their senior year, a closer acquaintance with the content and material of the high-school field of the subject, both as to textbook and collateral reading.

Though teaching is an art, and methods must vary with the individual teacher, yet the following are judged to be elements essential to every course in methods:

(1) Consideration of those topics a knowledge of which gives the prospective teacher his bearings in his special field of teaching. These would include (*a*) the value of his subject as a high-school study; (*b*) the place to which it is entitled in the curriculum; (*c*) the definition of the content and the scope of the high-school units of the subject, and the relation of history in the high school to history in the grades; (*d*) the aims of the teacher of

the subject; (*e*) the endeavor to inculcate proper ideals as to effort and achievement on the part of the high-school pupils.

(2) Consideration of method of teaching history, which would include the examination of the special problems presented and the application to them of the accepted theories of teaching. Observation work would have its special service here.

(3) The acquainting of the prospective teacher with the special tools which are required for the teaching of this subject.

(4) The giving the prospective teacher practice in applying this theory and handling these tools, this practice being distinct from, though preliminary to, whatever practice-teaching with high-school pupils may be provided.

(5) Practice work; that is, directed teaching of pupils of high-school age.

The agencies used to achieve these ends would be (*a*) lectures; (*b*) study of a textbook, such as the "Report of the Committee of Seven," together with the "Report of the Committee of Five," or Bourne's "The Teaching of History and Civics"; (*c*) reading as suggested by accompanying list, aggregating 1000 pages; (*d*) student reports and class discussions; (*e*) observation of teaching; (*f*) practice work, including both the preparation of various sorts of recitation material and the conduct of recitations under guidance.

This course on method should be much more than a purveyor of information, exceedingly important though it is to put the prospective teacher into touch with the experience of generations of teachers. It should seek to kindle zeal for social service, of which teaching must be recognized as the most potent instrument. It should magnify the calling of teacher and exalt the values that the study of history possesses for the high-school pupil, to the end that the teacher may take so seriously both his office and his task that he may have strong convictions respecting them, and also the courage of these convictions, and thus be both enlightened as to what high-school pupils may fairly be expected to do and steadfast in opposition to that not infrequent local opinion which would reduce pupil effort and industry to impotent terms.

In securing adequate effort from his pupils there are involved both quantity and quality of industry, and the prospective teacher must be brought to realize that his pupils must get from him both motive and guidance in the study of the history lesson. He must be made to see that for immature students the reading of history is not identical with nor equivalent to the study of history, and must therefore put into his assigning of the history lesson those features which shall make the assigned task clear; explicit, challenging, and thought-provoking. As the textbook is the chief basis of method for inexperienced teachers, instruction in the teacher's use of the textbook will, therefore, be an important element of the course; and as a

feature of this instruction the students should be required to assign lessons, and these efforts should receive classroom consideration and discussion.

The paramount necessity of collateral reading for high-school pupils has been denied occasionally, but never successfully. Yet it is a feature of the work in which failure is very common. Careful instruction of the novice is needed here that he may see clearly the prerequisites of success for him in this field: first of all, that he himself have the mastery of the material which he requires his pupils to read, and that he selects that which is really profitable for them; then, that in making his requirements of his pupils in collateral reading he reckon duly with the time that he may rightfully require of them, their lack of experience in using books, the difficulties consequent to a scarcity of relative inaccessibility of the books referred to, and the necessity of the utilization of such "follow-up" devices as shall secure that setting the task is followed by the performance of it. He should know what the most serviceable books for supplementary reading in the high school are, and should be required to get acquainted with these. The source-material side of this supplementary reading should receive consideration in the course, to the end that its usefulness for illumination and vitalizing the subject and as basis for profitable study may be appreciated and turned to full account. Practice work in assigning illustrative lessons on such source material as the Declaration of Independence and the Magna Charta will aid in giving significance to these features of the course.

Geography's relation to history should receive consideration, and the course should seek to give the student acquaintance with the best available tools for pupil and teacher in this important field. So, too, in the field of illustrative material, instruction should be given as to both what is available and most serviceable and how it may be used to the best advantage.

The general topic — the conduct of the recitation in history — presents many important aspects of study involved in the application of the general principles of education to work in history. Specific features of this are the possibilities of written work, including the uses of the blackboard; the special problems of method presented by special phases of the subject, for example, military history, national finance, etc.; the uses of the pupil's notebook; recitation devices for securing variety and arousing fresh interest; the first recitations of the new year — their special problems and opportunities.

Directed observation by the students of successful teachers as they conduct recitations is considered an important element of the course. It is the judgment of the committee that six observations, of which at least three should be consecutive in the subject, shall be considered a satisfactory minimum requirement in a semester course; also that these observations, to be most effective, should come in the second half of the semester, and should

be made according to explicitly given directions, and reported upon either at conference with the instructor of the teachers' course or in writing.

Most teachers of history are called upon to teach the high-school course in civil government. Therefore, it is generally necessary that in this course on method a special reference be made to the aims, problems, and method of teaching civics.

Acquaintance with the high-school textbooks of history and civics should also be promoted, with helpful direction in evaluating them. To give concreteness to much of the foregoing instruction and to secure practical preparedness in one element of the teacher's task, students of the course may be required to work out a semester's plan of work in any one field of high-school history with such detail that a working plan for each day may be secured.

Finally, since in this field of action the best way to learn to do is by doing, wherever possible practice work (directed teaching) should be a feature of this teachers' course, and facilities for it should be provided so that it may be done after the theories of teaching the subject have been laid down; opportunity for this should be furnished in such amount that each student assigned to it may have at least a week's consecutive practice with high-school pupils.

The following is a detailed outline of this course, together with a bibliography valuable for the student.

Suggestion of Course on Methods of Teaching History

The general purposes of the high school and the values of the study of history in their bearing on these; so, the aims of the teacher of history in the high school.

The place of history in the curriculum of the high school, together with an inquiry as to the scope and content of high-school blocks of history.

The special demands made by this subject on the teacher of it.

What does studying a history lesson mean?

The use of the textbook.

Practice work in assigning a textbook lesson.

The use of source material in the high school.

Practice work in assigning lesson in source material.

Collateral reading — what to use and how to use it.

Geography's relation to history. Maps and map work.

Pictures — what to use and how to use them.

Practice work in assigning a lesson on picture material.

The possibilities of written work, including uses of the blackboard.

The history recitation. Direction of observation work.

Special problems of method presented by special phases of the subject; for example, military history, national finance, etc.

The special problems of civics teaching.

Comparison of textbooks.

Devices for arousing interest.

Report from prospective teacher as to best books for collateral reading.

The first recitations of new year — their special problems and opportunities.

Student's formation of plan of semester work in any one field of high-school history.

Pupils' reports on observation work.

Practice work in conducting recitation.

List of Readings for Teachers' Course

Jaeger: The Teaching of History.

Johnston and Others: High-School Education.

Wayland: How to Teach American History.

Proceedings of American Political Science Association, 1908, Vol. V.

Historical Association Leaflets, 1–12.

Historical Association Leaflets, 13–17.

Barnes: Studies in Historical Method.

Lecky: The Political Value of History.

Lecky: Historical and Political Essays.

The Study of History in Schools. Report of Committee of Seven.

Fling: Outline of Historical Method.

Diesterweg: Methods of Teaching History.

Kemp: An Outline of Method in History.

Hinsdale: How to Study and Teach History.

Harrison: The Meaning of History.

McMurry: Special Method in History.

A History Syllabus for Secondary Schools.

Hall: Methods of Teaching History.

Maitland, etc.: Essays on Teaching of History.

Keatinge: Studies in the Teaching of History.

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PREPARATION OF THE HIGH-SCHOOL HISTORY TEACHER

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History, as an academic study, is a child of yesterday. While the sacred Tripos, Greek, Latin, mathematics, held sway, history had no place in the curriculum save as an appendage to natural philosophy or the classics. Not until 1839 was a separate chair of history established in any American college. In that year Jared Sparks was appointed professor of history at Harvard. At Columbia Francis Lieber was professor of history from 1857 to 1865; but in the latter year the work in history was turned over to the professor of English and philosophy. Not until the seventies did historical study secure an established footing in the colleges. In the lower schools the only history usually studied was American history in the grades. Occasionally general history was given in the secondary schools, and sometimes Greek and Roman history was taught to those who were going on to college. In 1876 a committee of the National Educational Association reported a "Course of Study from Primary School to University," which made no advance, except to urge that "universal" history be required of all students in the secondary schools.[1] The real advance in secondary history dates from

[1] Bourne, "Teaching of History and Civics," p. 56 et seq.

the report of the Committee of Ten (1893), which advocated a broadening of the instruction in history and a reform of the methods of teaching. It is not necessary to sketch the wonderful progress of the last three decades. To-day history has an established place in all our schools, and its value is recognized as second to none. Chairs of history are multiplying all over the land, the presses are pouring forth floods of books, and the best thought of many minds is devoted to history and historical study. The fact remains, however, that, as compared with the older subjects, history is still in its infancy. This is particularly true of history in the secondary schools. The curriculum is still the subject of vigorous dispute, despite the Committee of Seven. History methods are still in the making. History teachers are even yet acquiring too much of their training by costly experimentation in the classroom. But this discussion, this experimentation, this fumbling in the dark, all spell progress. The educational world has at last awakened to a realization that history teaching is an especial art, requiring a particular preparation. There is no agreement, indeed, little discussion, as to what that preparation should be. Is it safe to predict that the next forward step in the pedagogy of history will be the solution of this problem?

The preparation of the high-school teacher is the function of the university, and is likely to remain so. In the past, and even now, the colleges have erred in supposing that one and the same kind of training would fit a person equally well for a college professorship, a high-school instructorship, or for the work of original research and historical composition. They have assumed that anyone who could investigate could therefore teach. The possession of the Ph.D. degree, they have said, or the completion of certain research courses leading thereto, is sufficient evidence of ability to teach history not only to college students, but to adolescents as well. The experience of our schools is against this contention. A high-school instructor is not merely a half-baked college professor. Historical investigation is a science, and history teaching is an art. Moreover, there is a difference between the art of teaching college students and the art of teaching high-school pupils. Though they are allied and have much in common, there is a distinct training required for each. The concern of this paper is to consider the preparation necessary to fit a person to teach history to children between the ages of thirteen and eighteen.

In the first place, it must be remembered that the successful teacher of anything must first be able to *teach*. Success in history teaching, as in any line of teaching whatsoever, will always depend on certain native qualities that no amount of training can supply. Character, aptitude, sympathy, vivacity, and, above all, plain common sense are essentials that can be developed, but not created. This indefinite power that we call teaching ability is to-day more needed in our history work than in any other field. Our

history teaching is suffering from the fact that so many who "profess" the subject are unable to teach it. How often is history slaughtered in the house of its friends! Of how many teachers may it be said, as was once asserted of an eminent professor, "Think of the hundreds for whom he has ruined history!" On the other hand, everyone of us loves to remember the real teachers, college professors and high-school instructors, in whose enthusiastic and skillful hands history became a living word, interpreting the past, illuminating the present, and kindling an eager desire to learn more. The distinction between these two sorts of teachers is due not to different degrees of historical training, but to difference in teaching ability. Otherwise, why among our many great scientists, for example, have we so few Agassizs? But, unfortunately, there is no rule of thumb or chemical test by which, from the mass of youthful collegians, the future Agassiz or Arnold may be selected. The most promising one sometimes proves a disappointment, and the roughest and dullest ones often turn out to be the diamonds. Nothing short of actual experience in teaching can ever show which are the natural-born teachers. Therefore the colleges must accept all who apply, and give each what he seems most to need. The competent will thrive under the training and will succeed as teachers; the others will succumb to the competition and meet the fate of the unfit.

If it be true that the successful teacher must be able to teach, it is also true that the successful history teacher must be able to *teach history*. Some writers have maintained that, with the aid of a little study, a well-trained teacher is competent to teach any subject in the high school![1] Even if this were ever true, it certainly is not true to-day. Least of all is it true of the teaching of history according to our new standards. As the subjects in the curriculum have become highly specialized, the teaching of them has become specialized also. This means that the teacher of physics must possess not only a knowledge of the facts of physics but also a familiarity with a highly developed method of imparting this particular variety of knowledge to others. But the method of physics or botany or mathematics will not do for history. History calls for a different kind of observation. Science can experiment; history cannot. History must observe not the fact itself, but a description of it.[2] Hence in history we must reason back to a number of causes and accept the most probable. In history the human element is predominant. The student of history must compare motives, analyze causes, draw inferences, just as the man among men must do. Consequently there is developing a special method for studying history and a particular method for teaching it. These methods require a certain equipment. The history teacher must *know history*. This means that he must be master of

[1] See Report of Committee of Seven, pp. 113, 147.

[2] See Keatinge, "Studies in the Teaching of History," chap. ii.

considerable knowledge — classified, correlated, interpreted. He must have the power to seek out and find new facts and to handle them properly when they are found. He must have a wide vision, and a judgment that can distinguish deep currents from surface ripples and perceive ultimate tendencies. He should have the power of constructive imagination, that will enable him to live again the life of the people he studies. As a teacher of history to young folks, he needs to realize that history is not an end, but merely a means, and that the child is more important than the subject.

How may our colleges and universities best prepare the student for this great work? Our California universities prescribe that all candidates for the regular high-school teacher's certificate shall satisfy four requirements:

(1) The bachelor's degree.
(2) One year of postgraduate study, devoted principally to high-school subjects.
(3) Professional study in the department of education amounting approximately to four three-hour courses, or twelve unit hours.
(4) Recommendation by the department whose subject the applicant desires to teach.

The work in education is prescribed by, and under the entire charge of, that department, consisting usually of educational theory, educational psychology, and practice teaching. It is general in its nature, having no particular application to any one high-school subject. The task of special preparation devolves upon the separate departments. The history departments are addressing themselves to this task with an earnestness that promises well for the future of history teaching on the Pacific coast.

What line of study will afford the best preparation for teaching history in the high school? My answer is made from the standpoint of the teacher actually engaged in secondary instruction. I have made up a tentative course of study for history teachers.[1] This course provides for a minimum of eighty hours[2] of prescribed work, distributed among seven departments. These eighty hours are not rigidly prescribed, since much choice within the department is allowed. As practically all students elect languages, English, and economics, the imposition is even less of a restriction than would appear. Furthermore, since the education and history requirements are practically in effect now, the only real innovation involved in this program is the requirement of work in science and government.

The value of English literature and composition needs no demonstration. We cannot in this respect do better than to emulate the French, who insist that the first essential of an educated person is absolute mastery of the

[1] Printed at the end of this paper.

[2] That is, eighty semester-hours, or forty year-hours out of a total of seventy-five year-hours (four years of undergraduate and one year of graduate work). — EDITOR

mother tongue and a comprehension of the national literature. French teachers are closely examined regarding their ability to conduct recitations in absolutely perfect French. For breadth of culture, and because English literature forms so large an element in our civilization, a generous training in English should enter into the preparation of every American who aspires to teach history.

It is hardly necessary to argue that a history teacher should know another tongue than his own. I advocate this knowledge not to enable the teacher to read French and German histories, nor even Latin sources, but because the mastery of a people's language is the best key to an understanding of their character. No one, no matter how much he may study, can get quite the sympathetic appreciation of Athens of the man who reads his Thucydides and his Aristophanes in their own tongue. Cicero is not a Roman when clothed in English dress. The same principle holds of the modern languages. It is not possible for most of us to possess all these keys, but all teachers of history should hold at least one.[1]

A certain amount of science is advocated for two principal reasons: first, mental training; second, information. Although, as pointed out above, the method of natural science cannot be the method of history, yet it was the application of scientific methods in the eighteenth and nineteenth centuries that revolutionized the study of history. Every history student needs at least an elementary knowledge of the methods of natural science. This can be gained only by actual work in the laboratory. Here as nowhere else may the student acquire skill in close observation, caution in generalization, and respect for exact information. The facts of science are of constant use to the historian. Think of the many scientific terms which the historian uses so constantly that they have ceased to be metaphors: "reaction," "sphere," "evolution," "dynamic," "heredity," *Zeitgeist*, to mention no others. Their historical significance is doubled if their scientific import is understood. The teacher will again and again find his scientific knowledge explaining and interpreting his history, as well as furnishing countless helpful illustrations for class use. It may be rash to attempt to indicate what division of science should be preferred by one whose work in that line must be limited. Doubtless it depends on the individual. In the opinion of the present writer, however, that branch of science most auxiliary to history is biology, because biology deals with the laws of life. I strongly urge, for everyone who desires to understand history, a course in biology leading up to the facts of evolution. "Evolution, heredity, environment, have become household words, and their application to history has influenced everyone who has had to trace the development of people, the growth of an institution, or the establishment of a cause. Other scientific theories and methods

[1] See Rhodes, "Historical Essays," p. 49.

have affected physical science as potently, but none has entered so vitally into the study of man."[1]

No person is fitted to teach history who is not familiar with the elementary principles of economics. No study that serves to explain present-day conditions is unworthy of a place in the preparation of the history teacher. For this reason sociology is as essential as economics. The problem of the world to-day is to remedy the evils incidental to man's life in society. The movement for socializing education is rapidly gaining headway. The time is coming when our schools will make full provision for social education. At the present time, however, upon the history teacher, more than upon any other teacher in our high schools, rests the burden of preparing boys and girls for life as members of society, ready to bear their social obligations. The history teacher who lacks social interest and insight misses one of his greatest opportunities for usefulness. Fortunately, much of this knowledge is acquired from historical training, though the latter cannot completely meet the need.

The arguments for economics and sociology apply with equal force to government. The state is calling on the schools to train good citizens, and the school turns the work of citizenship instruction over to the history teacher. No teacher is doing his full duty if he neglects this aspect of his work. It is not the purpose of this paper to discuss citizen training, but it is insisted that some knowledge of economics, sociology, and the principles and practice of government should form an indispensable part of the equipment of every history teacher. In this regard the sixteen hours proposed in the outline represent a minimum that will on no account bear reduction.

We come now to a consideration of the history course of our would-be teacher. It will be noticed that in the proposed requirements less than one half lies in the history department. This is because the writer believes that many history teachers, trained under the elective system, are the victims of premature and excessive specialization. There comes to mind the case of a young man whose one hundred and twenty-four units of college credit included no less than sixty-four units of history, a proportion of more than one half. Although this may be an extreme case, it nevertheless indicates a tendency. It is the more serious because those very students who enjoy history, and therefore possess one of the first qualifications for teaching it, are the ones who are in greatest danger of overspecialization. The tendency is a dangerous one, because it is inimical to breadth of culture. If history is to be a culture subject, the teachers of history must be cultured. Specialization is not culture. The undergraduate course should be shaped so as to enable the student to appreciate the various elements that have entered into the marvelously complex life of mankind, of which history is the record.

[1] Quoted from Rhodes, "Historical Essays," p. 4.

Here is where literature, science, economics, politics, languages, are essential. These studies must be taken in college. Experience shows that the teacher at work will continue to study, but that his study will be devoted almost exclusively to his specialty. Hence his knowledge of history will continue to grow, but the other subjects will be neglected. This is true of even the best teachers, for in proportion as they love their subject will they devote their spare hours to it alone.

The thirty units of history proposed as a requirement have been chosen with four objects in view:

(1) To give the student a general view of the history of our civilization.
(2) To give him an intensive study of at least one limited period.
(3) To familiarize him with the methods of historical study.
(4) To introduce him to the problems and methods of history teaching in secondary schools.

The first aim, a broad view of the field of history, raises the vexed question of general history. Although from the point of view of the specialist general-history courses are unscientific, it is here maintained that such a course, properly conducted, would be of enormous value to the prospective history teacher.[1] At present in many of our colleges the only way to get a general view of history is to take a number of more or less unrelated courses, so distributed as to violate both the unity and the continuity of history. The student's history course often runs something like this: English history, modern Europe, a half of United States history, one or more seminar courses. Ancient history and the Middle Ages are either omitted or sandwiched in as convenience dictates. The French and the Germans do not prepare their history teachers with such disregard of continuity and completeness. But with us, unless the student has elected Greek and Roman history, he may go forth to teach that difficult subject with no more preparation than his general historical training and his own reading. If another one in his sequence of courses has omitted the Renaissance or the nineteenth century, how much meaning is lost from his Greece and Rome, and how often in his teaching must he fail to make his contact with the present! It is true that thorough training diminishes these disadvantages, and that as the teacher gains experience he may make up these losses himself. But it is here maintained that a course in general history would start the novice out with an equipment that otherwise he must gain by slow experience at the expense of his unfortunate pupils. I am aware of the great difficulties attending general-history courses and of the fact that in many institutions they have been tried and abandoned. Without attempting to discuss these difficulties, I would merely submit these suggestions:

[1] See Professor Shotwell's article upon "Undergraduate Course in History in Columbia University." *The History Teacher's Magazine*, I, 220 (May, 1910).— EDITOR

(1) That if such a course be given for all students, those who desire to credit it towards the teacher's recommendation be formed into a separate section and required to do a high grade of work, including individual exercises.

(2) That if such a course for all students is impracticable, there be one provided for teachers of history.

(3) That this general view of history should not be devoted merely to annals, but should endeavor to give an insight into the characters of the various peoples and periods and an understanding of their place in the evolution of our modern world (*Kulturgeschichte*).[1] The emphasis should be placed on *development*, and the contacts of the past and the present should be constantly made plain. Although such a course is usually placed in the freshman year, there are good reasons for putting it at the other end and correlating it with the teacher's course in history.

In the absence of any such course the preparation of the history teacher should include some ten or more units of European history, including the nineteenth century.

The second and third aims are closely related. The definition of a scholar as one who knows something about everything and everything about something represents an ideal worth pursuing in historical study. The teacher must know that the stream of history is as deep as it is broad. He must be trained in the investigator's method of discovering, weighing, and marshaling evidence. Unless he is himself a master of books, he cannot expect to impart such mastery to others. This necessary training in historical method is now so well provided by the advanced courses and seminars in our colleges that little further discussion is necessary. If it be objected that to gain this training would require the excessive specialization that I have deprecated, I would reply by asserting that if in every course in history some attention be paid to method, at the end of five years' work the student would be the possessor of this power. Instead of confining research or thesis work to certain advanced courses, it should form part of every history course. Many college courses are open to the same criticism that the colleges have so long made of high-school history; namely, that it is merely a process of memorizing bare facts and cramming for examinations, with little or no effort to stimulate thinking. Every history course, from primary school to university, should give training no less than information.

The institution of college courses in the teaching of history is one of the most encouraging signs of the times. It augurs well for the future of our subject to find this recognition of the fact that teaching history in a high school calls for preparation of a special kind. It is also encouraging to

[1] For a sketch of this see Frederic Harrison, "The Meaning of History," chap. 2.

observe that this particular preparation is dignified by being made a special course in charge of a chosen teacher instead of being left to a number of more or less perfunctory lectures given by various members of the department. If it is true that there is a special pedagogy of history, then it follows that the work of teacher training should be in the hands of a professor especially fitted for it. This professor should be one whose interest is primarily in history; hence a member of the history faculty. He should be a ripe scholar and a wise and experienced teacher. He should have an acquaintance with the problems of secondary instruction and an unfeigned and sympathetic interest in high-school children. He should work in coöperation with the department of education. The place for the course is in the last year of the student's preparation. Its content would vary according to circumstances. The pedagogical training would be determined by the nature of the prescribed work in education, and likewise the historical training would be conditioned on the methods used in the other courses in history. If possible the seminar, or round-table, method should be used, with much investigating and reporting by the students. Reports of visits to high schools, reviews of chapters in such treatises as Keatinge's, or Bourne's, or the New England Syllabus, original essays, would lend interest and serve to develop independence. The student's organizing power should be trained, in order that as a teacher his work may be definite, coherent, logical. For this purpose frequent syllabus-making, subject to criticism, is of very great value. Little time need be devoted to the mechanics of history teaching, notebooks, reviews, examinations, etc., not because they are unimportant, but because the enterprising teacher can best work out his own ideas in these matters. From this course, or elsewhere, the student should understand that among the cardinal points of history teaching are *interest*, *concreteness*, and *vividness*, *correlation*, *enthusiasm*. It should be his desire, no less than his duty, to maintain a keen interest in present-day affairs, that he may be a historian, not an antiquary. He ought to know, in Professor Bury's words, "that the practical value of history consists not, as used to be thought, in lessons and examples, but in the fact that it explains the present, and that, without it, the present, in which we have to live, would be incomprehensible." He should come out of the course feeling that to teach history to American boys and girls is both a rare opportunity and a task worthy of his best efforts. He must realize that in order to be permanently successful he will need to keep constantly abreast of new knowledge and new methods. Unless he is growing himself, he need not expect to help others to grow.

The course that has been outlined calls for eighty hours of work. This leaves seventy hours for electives, which gives ample opportunity for the student to strengthen his weak places and gratify his interests. In his choosing he should have the counsel of his history professors. They should

urge him to take most of his electives in the departments that I have named. The suggested requirement of six units of language seems absurdly small, unless it is remembered that it is a minimum and also presupposes high-school language work. The student should be urged to increase it as fully as possible. Work in English will never be superfluous. History and the subjects nearest allied — economics, sociology, and government — should be elected freely. I have indicated certain courses in other departments than history that are especially useful to the history teacher. A knowledge of finance and of the constitutional law of the United States is invaluable in teaching American history and government. The second of these courses will afford a helpful introduction to the lawyer's method of using cases. The difficult task of interesting thirteen-year-old boys in Greek and Roman history will be simplified if the teacher is familiar with the private and social life of those peoples, and can therefore teach more than the annals of war and politics. Indeed, so long as we keep ancient history in the first year of the high school, every teacher of the subject should be required to possess this knowledge. Some instruction in the general principles of law will help in teaching civics. A knowledge of Latin not only helps in Roman history, but illuminates also the later centuries when that tongue was the language of learning, law, diplomacy, and religion. In choosing electives it is often profitable to select teachers as well as courses. One of the surest ways to learn to teach is to have contact with successful teachers. Therefore our prospective teacher would do well to elect certain courses for no other reason than that they are conducted by strong teachers.

When finally the course is completed, and our ambitious and confident young pedagogue, certificate in hand, departs to enter his first classroom, it must not be supposed, by him or his college, that his training is completed. In a sense it is just beginning. The responsibility of the college and the department should not end as soon as it has found its graduates situations. The department should "follow up" its graduates and keep in touch with them. The first years of teaching are full of perils, and the young teacher still needs guidance and encouragement. If his professor hears that he is succeeding, a word to that effect will help wonderfully. No less needed is word of the criticisms that find their way back to college. By this continued interest not only will the teachers be strengthened and the cause of history advanced, but the helpful influence of the college will be felt in every community where its graduates are working.

To summarize, I have tried to maintain five propositions:

(1) History teaching in high schools requires a special preparation.

(2) This preparation should be broad, including in its scope languages, English literature, science, education, economics, sociology, and government, in addition to history.

(3) Undue specialization in history should be avoided.

(4) The history work should include

(*a*) A general view of the history of European civilization.

(*b*) A good training in historical method.

(*c*) A special study of secondary history teaching.

(5) The history department should follow up the work of its graduates.

It is due chiefly to the colleges that the study and teaching of history in America has made such rapid advances in the last few years. In the future as in the past it is the colleges that must inspire and lead. If they continue as they have begun, and take up the training of teachers seriously and carefully, the profession of teacher will be in America, as in Germany, second to none in importance and dignity. The consequence of this will be to attract to the work the best brains of the land. The average youth of ability has no respect for tasks that anybody can perform. Train the teacher as carefully and thoroughly as the lawyer and the physician, and his recognition, his rewards, and his achievements will be no less than theirs.

Proposed Course of Study for Prospective High-School Teachers of History

(Based on standards of 150 units; that is, 15 unit hours per week for ten semesters.[1])

A. Required

(1) English		10 units
(2) Language (preferably Latin and French) (High-school work presupposed)		6 units
(3) Laboratory science (preferably biology) (High-school physics presupposed)		6 units
(4) Education, including psychology and practice teaching		12 units
(5) Economics		10 units
(*a*) Elements		
(*b*) Sociology		
(6) Government; for example, Government 1 at Harvard or University of California		6 units
(7) History		
(*a*) General history, or Europe including nineteenth century	10	
(*b*) English	6	
(*c*) American	6	
(*d*) Seminar or research	4 or 6	
(*e*) Teachers' course	4 or 2	30 units
Total		80 units[2]

[1] Or five years. — Editor

[2] Leaving 70 for electives.

B. STRONGLY RECOMMENDED

(1) Science
  (*a*) Evolution
  (*b*) Embryology
(2) History of Philosophy
(3) Logic
(4) Finance and Taxation
(5) Constitutional Law
(6) General Elementary Law
(7) Greek and Roman Private and Social Life
(8) Economic History

A MODEL STATE REGULATION

The state of California has the following law:

High-school certificates are issued by city and county boards of education to candidates who meet all of the following requirements:

(1) The bachelor's degree.

Each candidate shall have received a bachelor's degree from a standard college requiring not less than eight years of high-school and college training.

(2) One year of graduate study.

Each candidate shall submit evidence that in addition to the academic and professional courses required for the bachelor's degree, he has completed at least one year of graduate study, doing full regular work, though not necessarily a candidate for a degree. Such graduate study shall include at least one full-year course of advanced work in at least one of the subjects in which the candidate wishes to be recommended for certification.

(3) Fifteen units of work in education.

Each candidate shall also submit evidence that he has completed in undergraduate or graduate study, or the two combined, not less than fifteen units (semester hours) of work in courses listed in the department of education in the institution in which the graduate work is completed, or courses in other departments of that or other institutions accepted as preparation for teaching by the department of education.

UNDERGRADUATE TRAINING FOR TEACHERS IN THE COLLEGE OF THE CITY OF NEW YORK

Professor Stephen Pierce Duggan gives the method in use as follows:

One of the courses offered is Secondary Education. It is intended to prepare students for teaching in the high schools of the city. The course is most carefully organized. It is confined to students of the senior year and is made up of the cream of the student body. No one is admitted to the course unless he presents to the professor of education a statement signed by the head of the department in which he is to teach, to the effect that he is qualified from the standpoint of both scholarship and personality to teach in the high schools. His general record is then scrutinized, and if after a personal interview the professor of education approves, he is admitted to the course, which is restricted to twenty-five.

The students meet the instructor in charge three times a week for recitation and discussion on high-school problems. They use De Garmo's "Secondary Education" and Brown's "American High Schools" as texts, and Hall's "Adolescence" for collateral reading. Each student must make twenty observations of teachers in his subject in our own preparatory department. The day after an observation he must make a written report to the instructor in charge, criticizing what he observed from the standpoint of the principles agreed upon in the classroom. In addition, each student must do one hour a week of practice teaching in his subject in our preparatory school. He takes the place of the regular teacher and conducts the work exactly as if he were the regular teacher. In the afternoon of the same day he meets the instructor for an hour's criticism of his work. Finally, each student must hand to the instructor before the close of the year a thesis on some problem or aspect of high-school training. At the end of the year the instructor makes a thorough statement to the professor of education as to the qualities of each individual student and states whether the student is to be recommended to teach in the high schools. A copy of this statement is forwarded to the Board of Examiners of the City Department of Education.

GRADUATE TRAINING IN TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The requirement for admission to Teachers College, Columbia University, for those who elect history as a major subject, is a bachelor's degree from an approved college or scientific school. The courses and training provided by Teachers College and other departments of Columbia University lead to the university degrees, Master of Arts and Doctor of Philosophy, and at the same time to the Teachers College Diploma in History. The diplomas are of two general kinds, the college certifying in the one case that the successful candidate is qualified for the position of teacher of history in secondary schools or normal schools, and in the other case that he is qualified for the position of head of department of history in secondary schools or normal schools.

The minimum period of residence study is one year for the degree of Master of Arts and two years for the degree of Doctor of Philosophy, with work amounting to about forty hours a week, including class attendance. The candidate's program is made up in part of courses in education — educational psychology, educational sociology, educational philosophy, administration, supervision, the history of education, the teaching of history — and in part of university courses in history.

The department of history at Teachers College offers one general course on the teaching of history in elementary schools, one general course on the teaching of history in normal schools, one general course on the teaching of history in secondary schools, one training course in the study of history with materials drawn from the literature of American history, and one intensive course designed for the investigation of special problems connected with history teaching and for experimentation. The general courses include in their respective fields a brief historical survey of conditions in Europe and in the United States, a detailed study of present conditions in Europe and in the United States, a description and appraisal of available apparatus, definite suggestions for classroom exercises especially adapted to American needs, and practical work consisting of the observation and criticism of actual class lessons, the preparation of lesson plans, and, for students without previous experience, some practice in teaching. The exact nature of the practical work is determined by individual needs and individual plans for the future. Candidates for positions in normal schools may, in addition to the kind of practical work already indicated, be assigned exercises in the supervision of class instruction and in the making of history programs. The field of the intensive course is usually confined to a single topic. One year has recently been devoted to a description and testing of special aids

to visualization, another to the use of maps, and still another to the question of aims and values in the teaching of history.

All candidates for the Diploma in History are required to take the general course that treats of the teaching of history in the kind of school in which they expect to serve.

Candidates without experience in teaching are required to take also the training course in the study of history. Candidates with experience in teaching may omit this training course, but are required to take the intensive course. The Diploma in History is in any case awarded only to those who have demonstrated their fitness both to study and to teach history.

UNDERGRADUATE TRAINING (FOR WOMEN) IN HUNTER COLLEGE IN THE CITY OF NEW YORK

Hunter College offers in the senior year a course in the methods of teaching history. This is an optional covering two semesters, two hours the first half year and three the second. To it are admitted only those students whom the members of the department consider fitted to teach in high schools. The decision concerning their ability or inability to teach history in high schools is made with great care. The scholarship, personality, and diligence of each applicant are considered. Every student who wishes to take the course must have had as prerequisites a year's work in European history, a year's work in American history, the same in English history, and the principles of economics and of government. She must, moreover, just before entering the course pass a fairly severe examination covering the general field of history. And finally she must have the personality which, to the members of the department, seems to insure her success as a high-school teacher.

The method course covers a year. The first semester is in charge of the pedagogy department, under the direct supervision of the head of the department, and is intended to give the student a basis for the second term's work. The first few weeks of this semester are devoted to the study of the curriculum and the general administration of the high school. Then more specific work in relation to history teaching is begun, and the knowledge gained during the earlier weeks of the course is now used in planning history courses and in discussing the principles that lie at the base of such courses and the relation of history to the other subjects of the curriculum. The course is conducted by lectures, reports, and discussions. During this semester much use is made of Brown's "Making of the Middle School and

the Training of Teachers in Secondary Schools," Stanley Hall's "Youth," and Johnson's "High School Administration." The work of the second semester is under the direction of the history department and is more practical. Its aim is to make the students familiar with the general problems connected with teaching history and to give them a mastery of the teaching process by showing them the best methods and by giving them the opportunity to test these methods in a classroom. Three hours a week are given to the course. One hour is spent in class discussion and two in observation and teaching. This amounts during the term to about seventeen hours of observation, eight of teaching, and eleven of discussion. The observations are carefully planned and supervised. A list of points to be noted is given the students; for example, their attention is called to the form and nature of the questions asked by the teachers they visit, the use of the map, the method of reviewing. In addition, the students must make written reports of their observations, comparing the methods of the different teachers they have seen, which reports are used as a basis for class discussions. The students observe two or three hours and then begin to teach. They are assigned to definite classes in the high school, which they teach under the direction of the class teacher and the instructor of the method course. The teaching is watched most closely, and the merits and defects of her work are pointed out to the pupil-teacher at the close of each recitation.

The discussion hour is spent in studying the methods of teaching; for example, the way to assign a lesson, to conduct a review, to use sources and a textbook, to correlate history and geography, and to use illustrative material. To get a basis for discussion of these topics, the students read as widely as possible on the subject for the day, using for the purpose the articles in *The History Teacher's Magazine*, the curriculums of the Horace Mann and Ethical Culture schools, the Syllabus of the Regents of the State of New York, Bourne's "Teaching of History and Civics," Fling's "Outline of Historical Methods," Hall's "Methods of Teaching History," the Reports of the Committee of Seven and of Ten, Hinsdale's "How to Study and Teach History," as well as many other books on the subject.

VALUABLE BOOKS FOR HIGH-SCHOOL HISTORY

A NEW HISTORY SERIES

By JAMES HARVEY ROBINSON, Columbia University, and
JAMES HENRY BREASTED, The University of Chicago

THE old saying that "a book reflects its maker's personality" was never applied with greater truth than in the case of these new histories by James Harvey Robinson and James Henry Breasted. Never before has a course of this scope been offered for high schools which, in addition to those essential qualities demanded of a textbook, possessed in so large a measure such attractiveness of style, such grasp of historical perspective, such farseeing breadth of vision and scholarly thoroughness as is found in these two volumes for high schools.

ANCIENT TIMES

By JAMES HENRY BREASTED. xx + 742 pages, $1.60

FOR the first year of high-school history. In subject matter as well as in style the author's constant aim has been to make this book simple enough to be put into the hands of first-year classes. It is nevertheless planned to stimulate and interest all pupils of high-school age. The book aims to present the career of man from the Early Stone Age to the break-up of the Roman Empire in a connected story of expanding life and civilization. The story is always as graphic and picturesque as it is scholarly, and is enriched at every point by the results of the most recent excavations and discoveries. The elaborate system of maps and the full illustrative material, comprising eight full-page color plates and over three hundred black and white cuts, set a new standard for textbook illustration.

MEDIEVAL AND MODERN TIMES

By JAMES HARVEY ROBINSON. 777 pages, $1.60

"Medieval and Modern Times," for the second year of high-school history, covers the history of western Europe from the fall of the Roman Empire to the present, placing the emphasis on the conditions and institutions which characterized the life of their times rather than upon events. Thus the student, instead of retaining a confused memory of names and dates, is given a general knowledge of world history invaluable to him in interpreting the present. The exceptional full-page plates and colored illustrations and the multitude of cuts from drawings and rare photographs parallel the text in power to visualize the scene and to interest the student.

GINN AND COMPANY PUBLISHERS

OUTLINES OF EUROPEAN HISTORY

By JAMES HARVEY ROBINSON, Columbia University, CHARLES A. BEARD, Columbia University, and JAMES HENRY BREASTED, The University of Chicago

PART I, $1.50 PART II, $1.50

THIS new series of textbooks offers the most noteworthy solution of the present-day high-school history problem yet attempted. With the two volumes of "Outlines of European History" in hand the teacher can cover general European history, beginning with ancient history, satisfactorily in two years, leaving the third year for American history. Moreover, the series is fully in accord with the new spirit in the teaching of history. Emphasis throughout is placed on conditions and institutions rather than on unrelated events, while by devoting Part II to the history of the last two hundred years, the course directs the pupil's attention especially to the problems and developments that are of present-day import. In short, both volumes of "Outlines of European History" are designed primarily to furnish the pupil the needed background for the intelligent interpretation of contemporary events.

The authors' reputation for sound scholarship and historical insight is international, while their style has an incisiveness and an imaginative freshness that make as attractive reading for the high-school pupil as any romance. The success of previous textbooks by the same authors is guaranty of the teachability of these new texts and of their entire fitness at every point for class use.

PART I 728 pages By JAMES HARVEY ROBINSON and JAMES HENRY BREASTED

THIS volume covers oriental, classical, and medieval history to the beginning of the eighteenth century, setting forth vividly those fundamental notions most essential to an understanding of subsequent developments. In style, in illustration, in organization, this book sets a new standard of achievement for high-school histories. The abundance and excellence of the illustrations are particularly notable. These, with their detailed legends, form a sort of parallel narrative of immense value to a proper understanding of the text. Several full-page illustrations in color and a number of "pen etchings," designed especially for this volume, add to the artistic excellence.

PART II 745 pages By JAMES HARVEY ROBINSON and CHARLES A. BEARD

THIS volume offers an illuminating treatment of European history from the eighteenth century to the present time. It includes the best and most comprehensive treatment of European developments of the first decade of the twentieth century available in any high-school history. The text is a rewriting and condensation for high schools of the authors' two-volume "Development of Modern Europe," the standard college text in the subject.

GINN AND COMPANY PUBLISHERS

AN AMERICAN HISTORY

By DAVID SAVILLE MUZZEY, Columbia University

662 pages, illustrated, $1.50

MUZZEY'S "American History" is now more widely used than any other American history for high-school and college classes. It is the product of that rare combination of qualities—sound scholarship, a discriminating sense of historical value and proportion, and a strong, vivid style that makes history as interesting as a story book. It presents the facts of our history in a lively and continuous narrative without prejudice or favor, and it is distinctly modern in tone and outlook.

Features of the book are its emphasis on the westward-moving frontier as the most constant and potent force in our history and the unusually large amount of space devoted to the history of our country since the Civil War. Special emphasis is placed on political development and on those factors in our national growth which are most vital from the standpoint of to-day. Teachers who have long been dissatisfied with the conventional textbook which leaves a gap between past and present will find this history just what they have been looking for.

READINGS IN AMERICAN HISTORY

Edited by DAVID SAVILLE MUZZEY

xxvii + 594 pages, $1.50

ONE hundred and twenty-five selections, comprising extracts from state papers, private journals and letters, the early chronicles, the speeches and writings of public men, and newspaper narrative and comment. A unique feature is the frequent presentation of several extracts on a single topic.

OUTLINE OF AMERICAN HISTORY

By JONAS VILES, University of Missouri

Cloth, 92 pages, 40 cents

A TOPICAL outline to accompany Muzzey's "American History," so arranged that topics can readily be divided when necessary.

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AN AMERICAN HISTORY

By NATHANIEL WRIGHT STEPHENSON, College of Charleston, Charleston, N.C.
615 pages, illustrated, $1.50

THIS new American history is meeting with marked favor in many high schools and colleges. Among other important introductions it has been adopted for exclusive use in all high schools in the state of Louisiana.

It represents the modern treatment of history: emphasis on those aspects that are significant to the present day and disregard of unrelated occurrences. The prime historic forces — social, political, economic, spiritual — are shown, lying back of the drama of history and determining its course.

In particular, the treatment of such subjects as the war between the states, the Ku-Klux Klan, and the Period of Reconstruction has occasioned much hearty approval. It is utterly impartial, yet springs from a fuller comprehension of Southern ideals than is common with textbook writers.

Colonial history is rendered coherent by treating it as a part of the general politics of the British empire. Industrial and social conditions are made plain by descriptive chapters showing the general aspects of American life at its various turning points.

The author has succeeded in writing a clear and convincing narrative that carries along the interest of the reader and arouses desire for further study.

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SHORT HISTORY OF ENGLAND

By EDWARD P. CHEYNEY, University of Pennsylvania
xvi+695 pages, illustrated, $1.40

THE widespread popularity of this history for high schools and general college courses is due to its scholarliness, its dramatic narrative, and its fitness for school needs.

The author has devoted but little attention to detached events, but has dwelt at some length on the characters, occurrences, and customs really important in the development of England. The broader aspects of the national growth such as the settlements of the early races and their languages, governments, religion, and economic organization; the Reformation; the struggles between king and Parliament; the conflict between the upper and lower classes; and the extension of the British empire in the nineteenth century are emphasized.

A supplement of forty-five pages, which may be had without charge for use with Cheyney's history, brings the treatment down to March, 1915, with a study of the opening months of the great war.

The book is amply illustrated and includes some thirty maps.

READINGS IN ENGLISH HISTORY

Edited by EDWARD P. CHEYNEY. 781 pages, $1.80

THIS volume corresponds chapter by chapter, and in most cases subject by subject, with "A Short History of England." It aims to add greater life, clearness, and meaning to the history course by providing such supplementary material as is most truly illustrative and interesting. Contemporary narratives, extracts from diaries, and personal records, rather than official documents, have been included.

AN OUTLINE OF ENGLISH HISTORY

(To accompany Cheyney's "Short History of England")

By NORMAN MACLAREN TRENHOLME, University of Missouri
xii+122 pages, 50 cents

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COLLATERAL READING IN HIGH-SCHOOL HISTORY

READINGS IN ENGLISH HISTORY (Tuell and Hatch) $1.40

SOUND historical content combined with good literary workmanship is the basis of selection for these readings. Care has been taken to avoid selections unsuited to the capacity of the young student, with the result that every selection makes a definite appeal to the youthful imagination. Among the selections are many from secondary authorities, some of the more interesting excerpts from sources, and occasionally some verse. The book is especially valuable for the school with limited library facilities.

READINGS IN GREEK HISTORY (Thallon) $2.00

A BOOK of selections covering the time from Homer to the battle of Chæronea. In this comparatively restricted field it has been possible to include fuller material on special periods than is usually included in source books. Much of the material is not elsewhere available for those with no knowledge of Greek.

READING REFERENCES FOR ENGLISH HISTORY (Cannon) $2.50

THIS volume provides for students definite topics with specific references to some two thousand accessible works on English history. The material includes a classified bibliography of all the books listed, and topics and references covering the whole field of English history chronologically arranged. Each division contains a summary of subtopics; references to accessible sources, to modern works especially suitable for high-school students, and to modern works of a more advanced character; and bibliographical references designed to facilitate further reading.

GUIDE TO THE STUDY AND READING OF AMERICAN HISTORY (Revised and enlarged) (Channing, Hart, and Turner) $2.50

THIS revision of a standard manual brings the material thoroughly up to date by including a great number of references to works which have appeared since its original publication. The organization in the main is the same. Parts I and III, suggestions upon the reading and teaching of history; Part II, classified lists of books; Parts IV and V, topics and references, enlarged and amplified.

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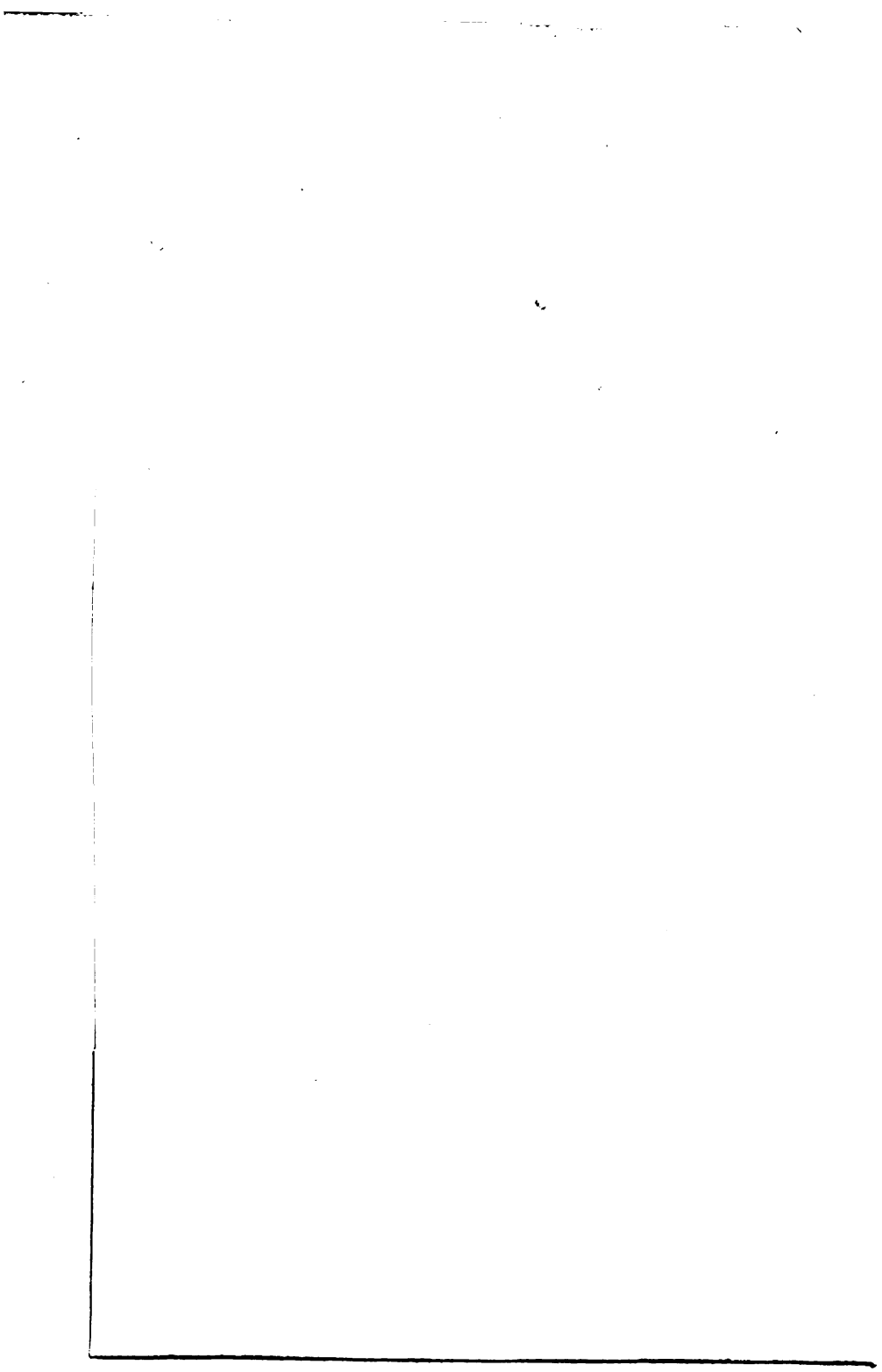

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